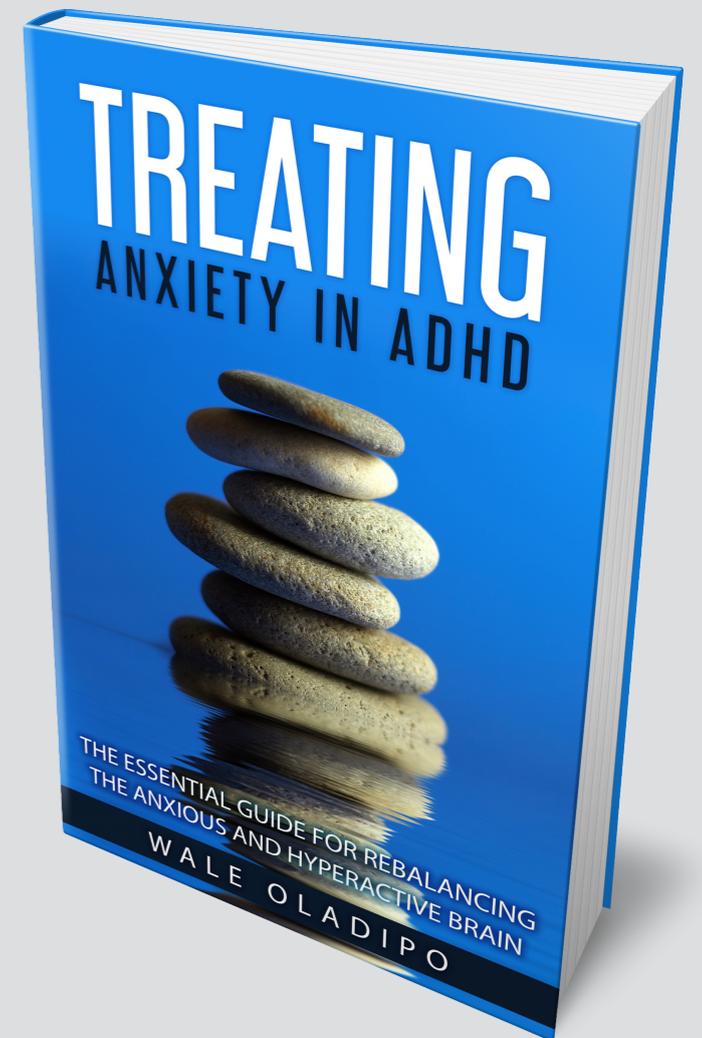


Anxiety Disorder, ADHD & Recovery

Wale Oladipo

Course Outline

- **Introduction**
- **Anxiety, ADHD and the Brain**
- **The Brain Regions Implicated in Anxious ADHD**
- **The C-HELM Framework for Recovery**



What is ADHD?

Attention deficit hyperactivity disorder (ADHD) is one of the most common brain-driven conditions which affects both children and adults.

7 Major Symptoms of ADHD

- ★ **Short attention span**
- ★ **Distractibility**
- ★ **Procrastination**
- ★ **Disorganisation**
- ★ **Impulsivity**
- ★ **Poor internal supervision**
- ★ **Hypersensitivity**



Other common symptoms in classic ADHD may include:

Poor follow through

Making careless mistakes/poor attention to detail

Forgetfulness

Difficulty awaiting their turn

Being noisy

Trouble listening when others talk to them

Restlessness

Being fidgety

Act as though driven by a motor

Talking excessively

Interrupting others

Oppositional/counter-will



Anxious ADHD

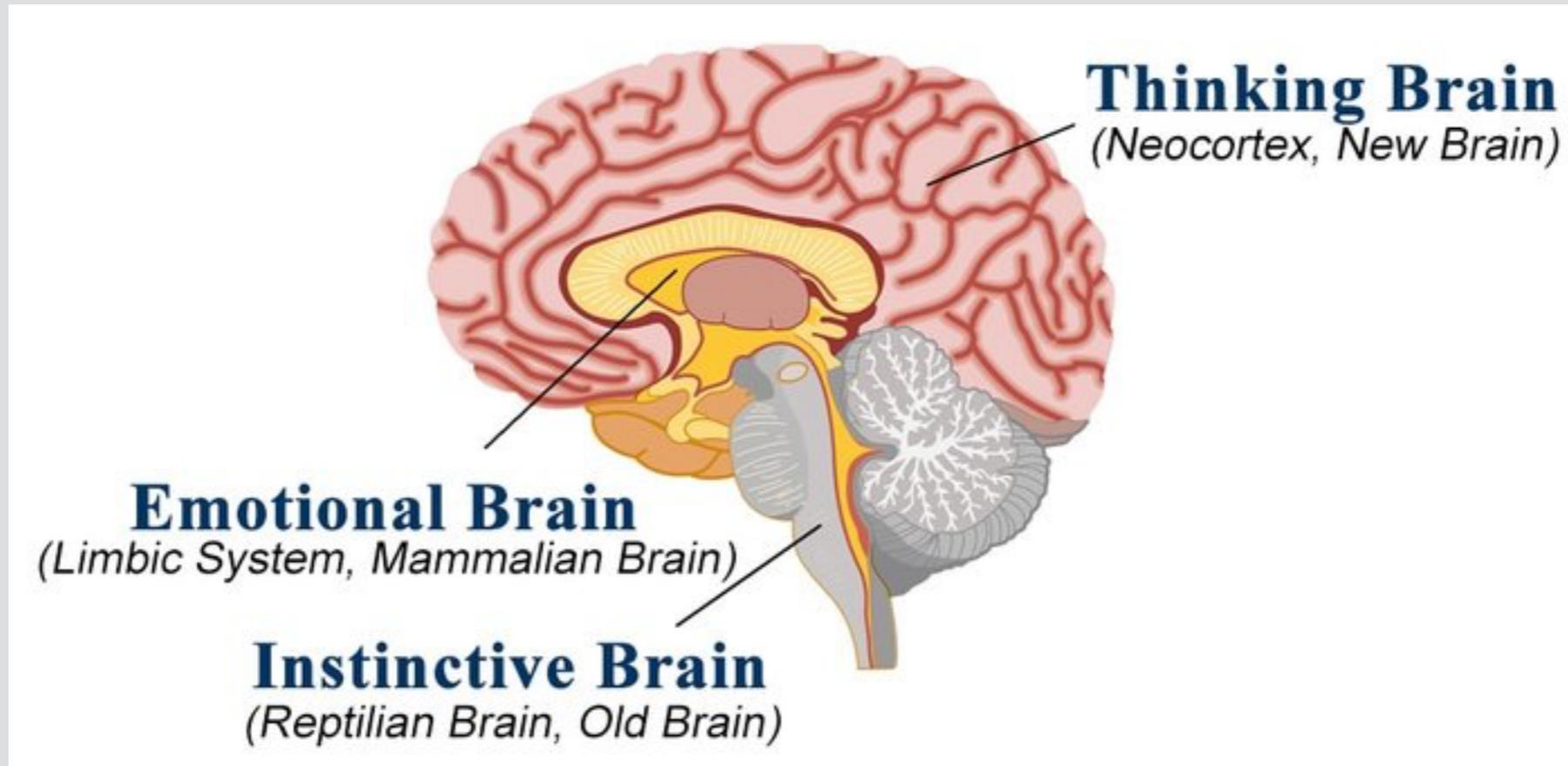
Anxious ADHD is a combination of classic ADHD and severe anxiety symptoms. When high anxiety co-habits with ADHD, it becomes anxious ADHD, escalating the overall symptoms.

Common Symptoms of Anxious ADHD (All the classic ADHD symptoms plus):

- ✱ **Conflict avoidance**
- ✱ **Frequently anxious or nervous**
- ✱ **Tendency to freeze in social settings**
- ✱ **Physical stress symptoms, such as headaches, stomach aches, etc.**
- ✱ **Predicting the worst**
- ✱ **Excessive fear of being judged**
- ✱ **Dislikes or is excessively nervous about speaking in public**



Anxiety, ADHD and the Brain



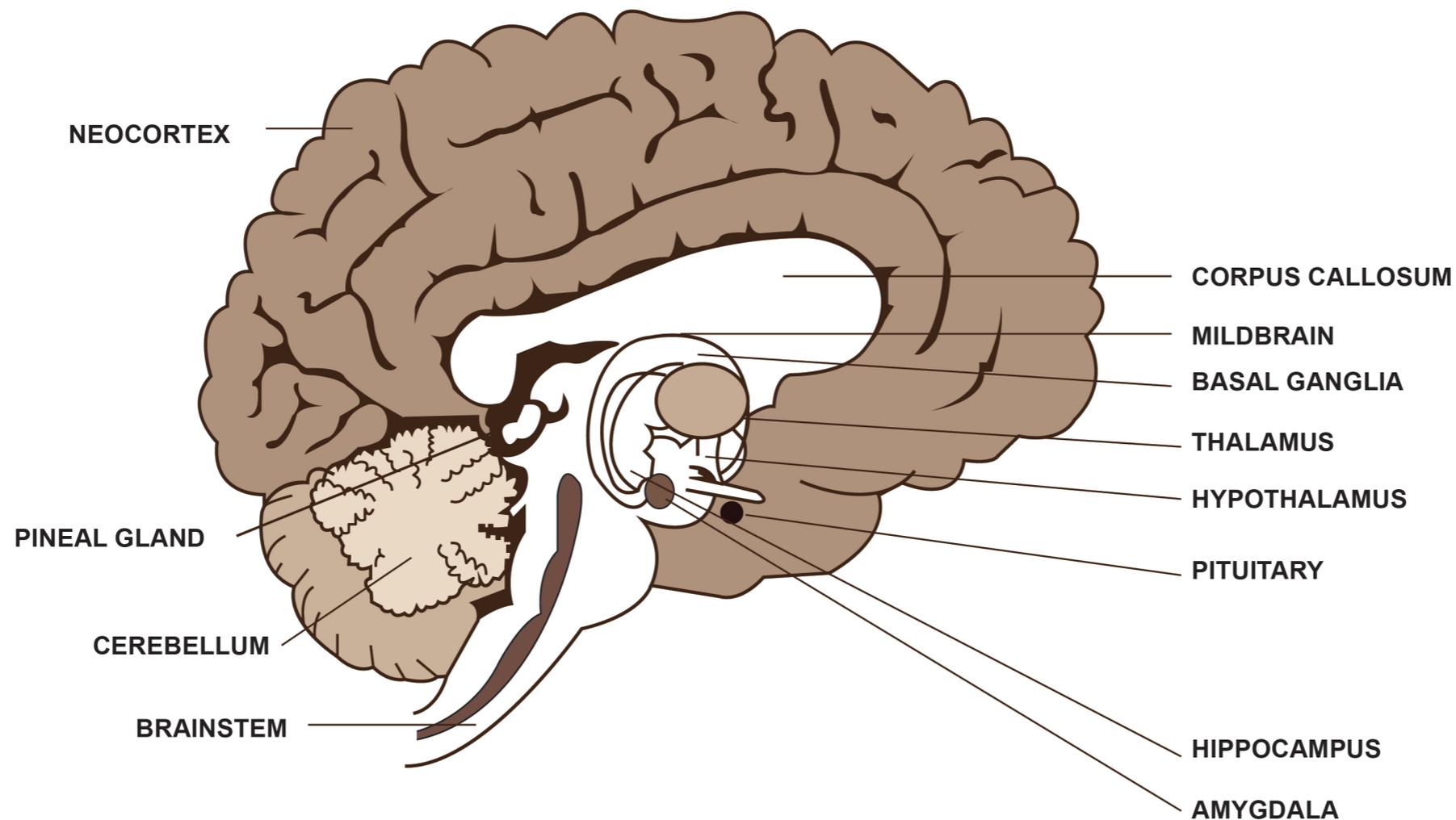
The Triune Brain in Evolution: Maclean P. D. (1990)

The Emotional Brain; LeDoux J. (1998)

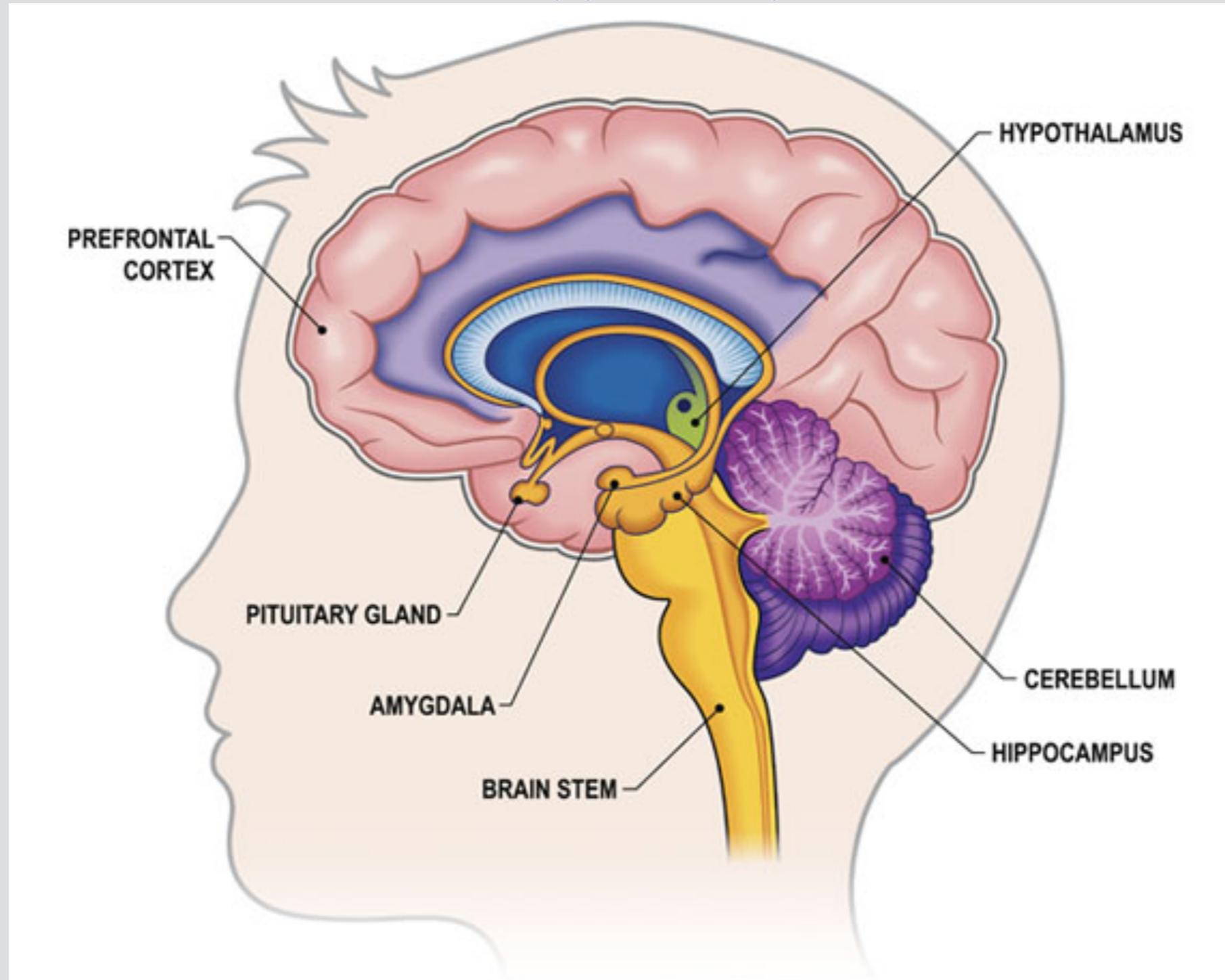
SPECT Scan Finding in Anxious ADHD

Amen clinics SPECT studies on Anxious ADHD brains show:

- **increased activity in the basal ganglia at rest and during concentration.**
- **decreased activity in the prefrontal cortex and cerebellum during concentration.**



Trauma Regions: The Hippocampus and the Amygdala



Hypo-activation of the PFC and insufficient top-down control found in anxiety disorders:

Ball, T.M. et al., 2012; Goldin et al., 2009; Etkin et al., 2006; Lee et al., 2012

SPECT Scan Finding in ASD

Amen clinics SPECT studies on BRAIN PATTERNS in autism include:

- **HIGH ACTIVITY PATTERNS IN ASD:**
 - Increased activity in the anterior cingulate gyrus and lateral prefrontal cortex, relating to symptoms such as: repetitious speech and behaviour, getting stuck on thoughts, problems with transitions and change
 - Overall increased activity throughout the brain, which may be associated with inflammation and be related to: mood instability, emotional meltdowns, anxiety
- **LOW ACTIVITY PATTERNS IN ASD**
 - Decreased cerebellum activity, contributing to: impeded or poor motor skills, problems with learning and thought coordination
 - Decreased activity in the back portion of the brain, especially in the parietal and temporal lobes, contributing to: communication difficulties, learning problems, sensory processing issues, problems with abstract thinking

Discussion Questions

- 1. What resonates with you in this session?**
- 2. Is there any part of the segment that you can use personally or professionally?**
- 3. Is there any question that comes to mind during your discussion?**



Session 2

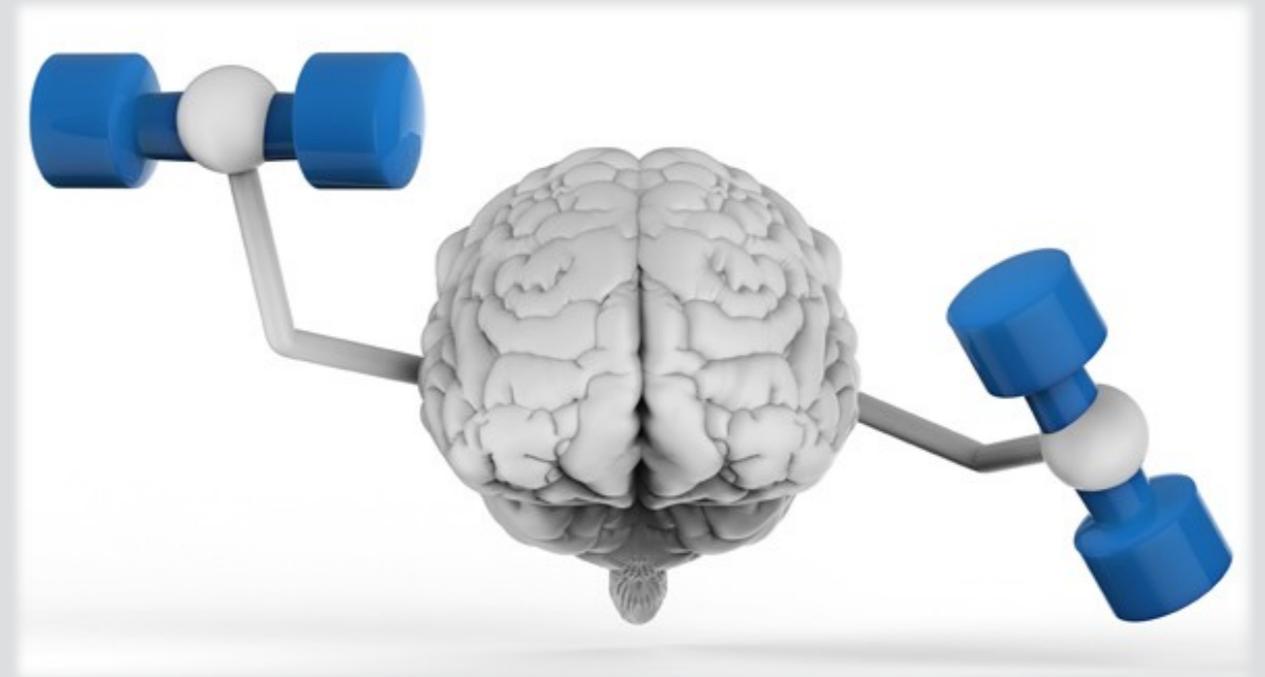
Anxiety Disorder, ADHD & Recovery

Using the **C-HELM** Framework



5 Elements that Weaken Brain Health

- **Oxygen deprivation**
- **Excess cortisol**
- **Excess glucose**
- **Excess toxins**
- **Silent inflammation**



The C-HELM Framework for Recovery

Counselling/therapy

Hormonal regulation

Exercise

Love/nurturing

Meditation



The C-HELM Framework for Treating Anxious ADHD

1. **C**ounselling/therapy/group support (Parkes, C.M., 1980)

- Processing repressed negative emotions
- Killing automatic negative thoughts



The C-HELM Framework for Treating Anxious ADHD

1. **C**ounselling/therapy (Parkes, C.M., 1980)

- **Processing repressed negative emotions**

Using the **Stress Cycle**

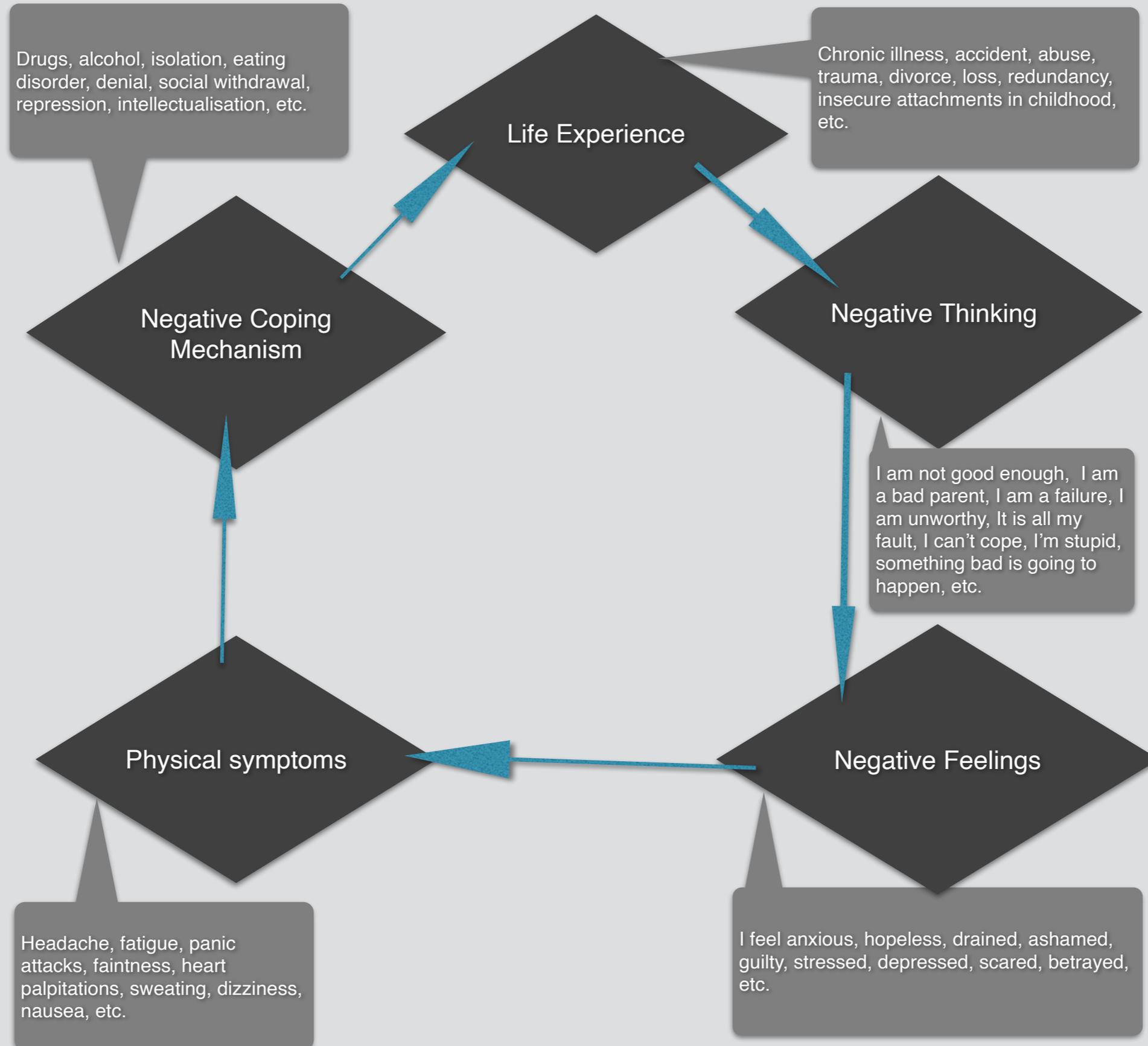


The Stress Cycle

- ❖ #1: Your *life experience*
- ❖ #2: Your *pattern of thoughts*
- ❖ #3: Your *negative feelings*
- ❖ #4: Your *physical symptoms*
- ❖ #5: Your *avoidance mechanisms*

The Stress Cycle

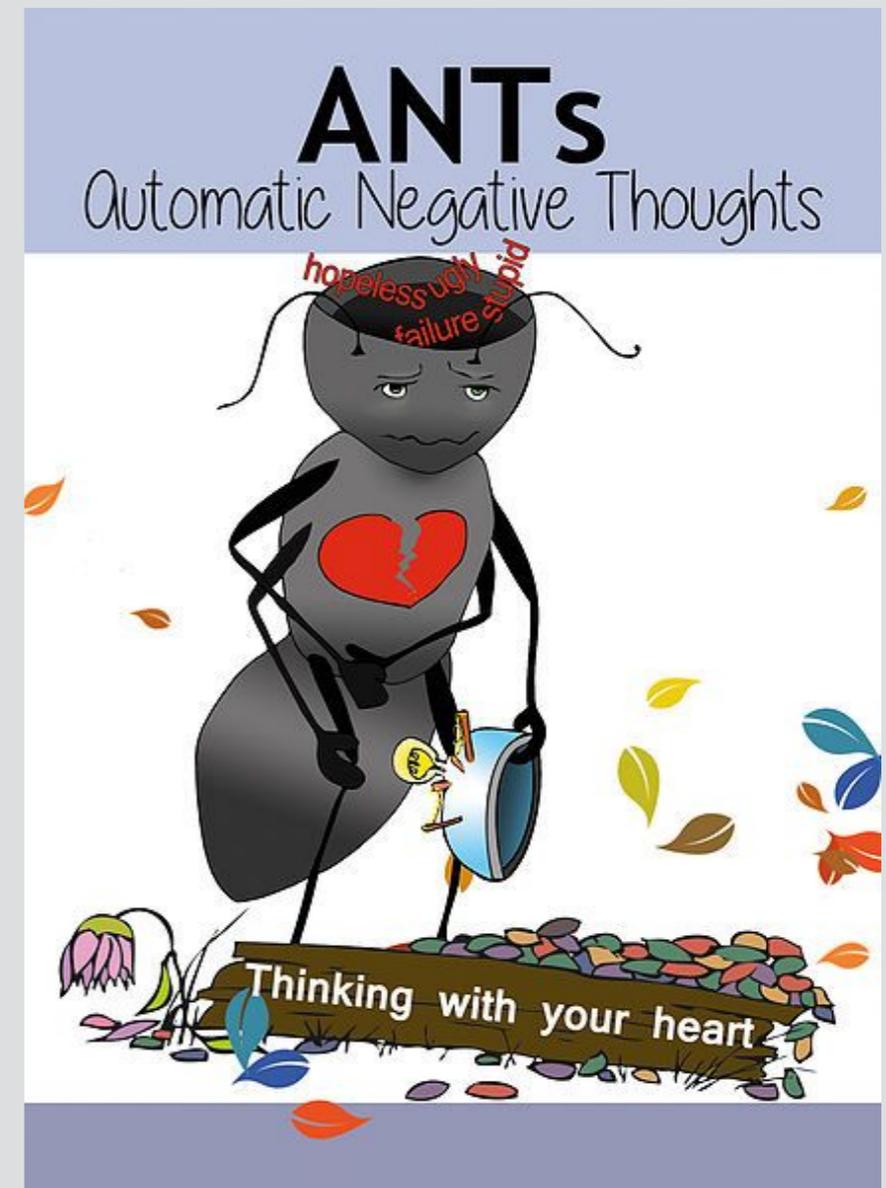
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The C-HELM Framework for Treating Anxious ADHD

1. Counselling/therapy (Parkes, C.M., 1980)

- **Killing automatic negative thoughts**
 - “No one ever wants to be with me.”
 - “The teacher (or boss) does not like me.”
 - “I am so stupid.”
 - “I am always messing things up.”
 - “I am terrible parent.”



The C-HELM Framework for Treating Anxious ADHD

1. **C**ounselling/therapy (Parkes, C.M., 1980)

Common Automatic Negative Thoughts (ANTS)

- **Fortune telling.** “Other people will laugh at me.”
- **Mind reading.** “Everybody is thinking I am stupid.”
- **Thinking with your feeling.** “I feel like you don’t love me.”
- **Labelling.** “Idiot,” “spoilt brat,” “clown”

The C-HELM Framework for Treating Anxious ADHD

1. **C**ounselling/therapy (Parkes, C.M., 1980)

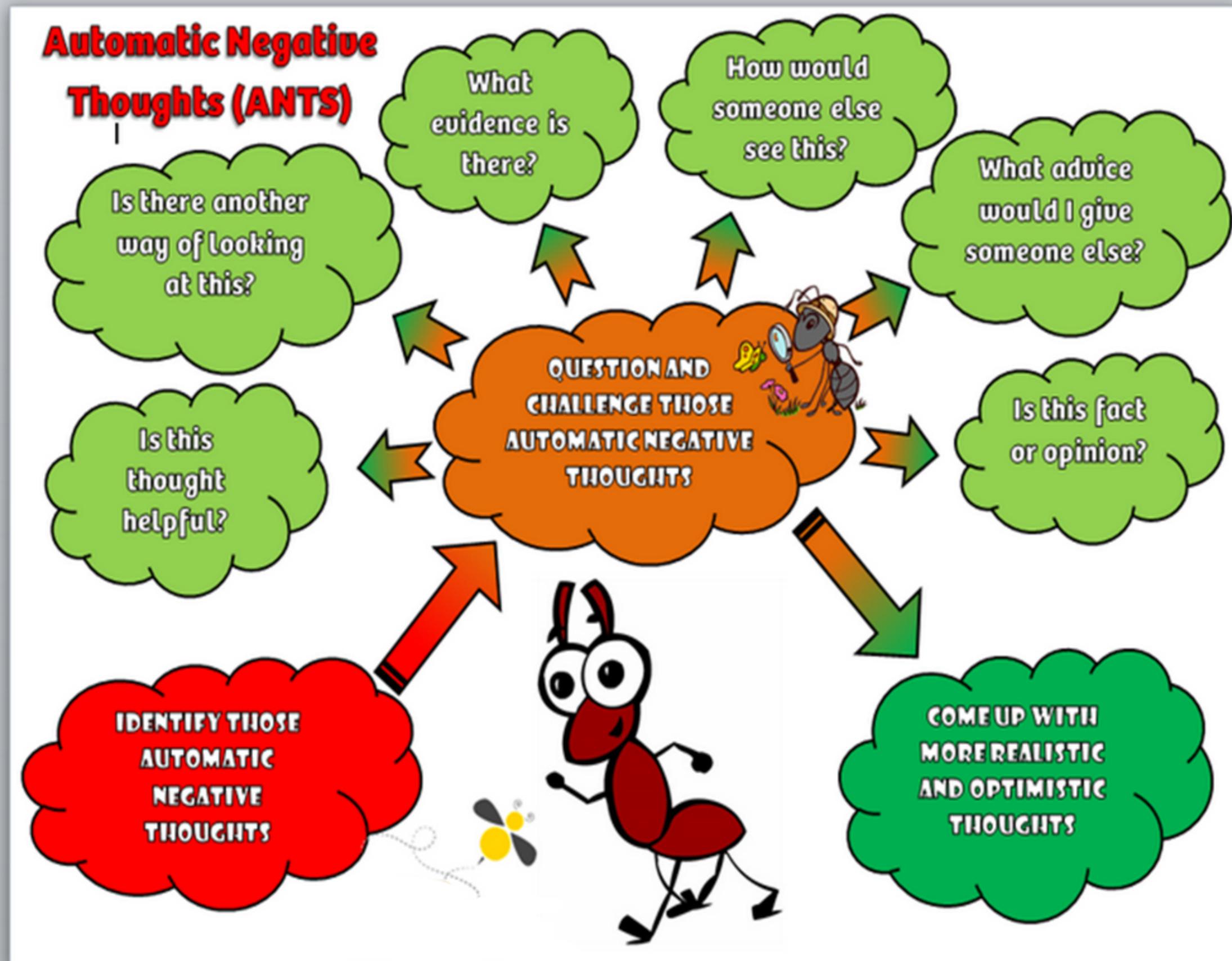
Common Automatic Negative Thoughts (ANTS)

- **Blaming.** “It is your fault,” “that wouldn’t have have happened if you had...”
- **Focusing on the negative.** Only seeing the bad in a situation
- **“Always” thinking.** “thinking in words such as, always, never, no one, everyone, every time, everything.
- **Guilt beating.** Thinking in words like should, must, have to, or ought.
- **“All or nothing” thinking.** Something is either all bad or all good. There is nothing in-between.

The C-HELM Framework for Treating Anxious ADHD

1. Counselling/therapy (Parkes, C.M., 1980)

Challenging Automatic Negative Thoughts (ANTS)



Key Questions for Killing ANTS

- Is this thought helpful?
- Is there another way of looking at this?
- What evidence is there?
- How would someone else see this?
- What advice would I give someone else?
- Is this fact or opinion?
- Can you come up with more realistic and optimistic thought?



The C-HELM Framework for Treating Anxious ADHD

1. **C**ounselling/therapy (Parkes, C.M., 1980)

Examples of Ways to Kill the ANTS

ANTS	Species of ANTS	Kill the ANTS (reframing with a more balanced thought)
The boss does not like me	Mind Reading	How do I know that? Maybe he's had a terrible weekend
The whole class will laugh at me	Fortune-Telling	I don't know that. Maybe they will like my speech and be encouraged that I tried
I am stupid	Labelling	Sometimes I do things that are not too smart. But I am not stupid
It is your fault that we have this relationship problem	Blaming	I need to look at my part in the problem and look for ways I can make things better

Discussion Questions

- 1. What resonates with you in this session?**
- 2. Is there any part of the segment that you can use personally or professionally?**
- 3. Is there any question that comes to mind during your discussion?**



Session 3

The C-HELM Framework for Treating Anxious ADHD

2. Hormonal regulation (Sears, B., 2004)

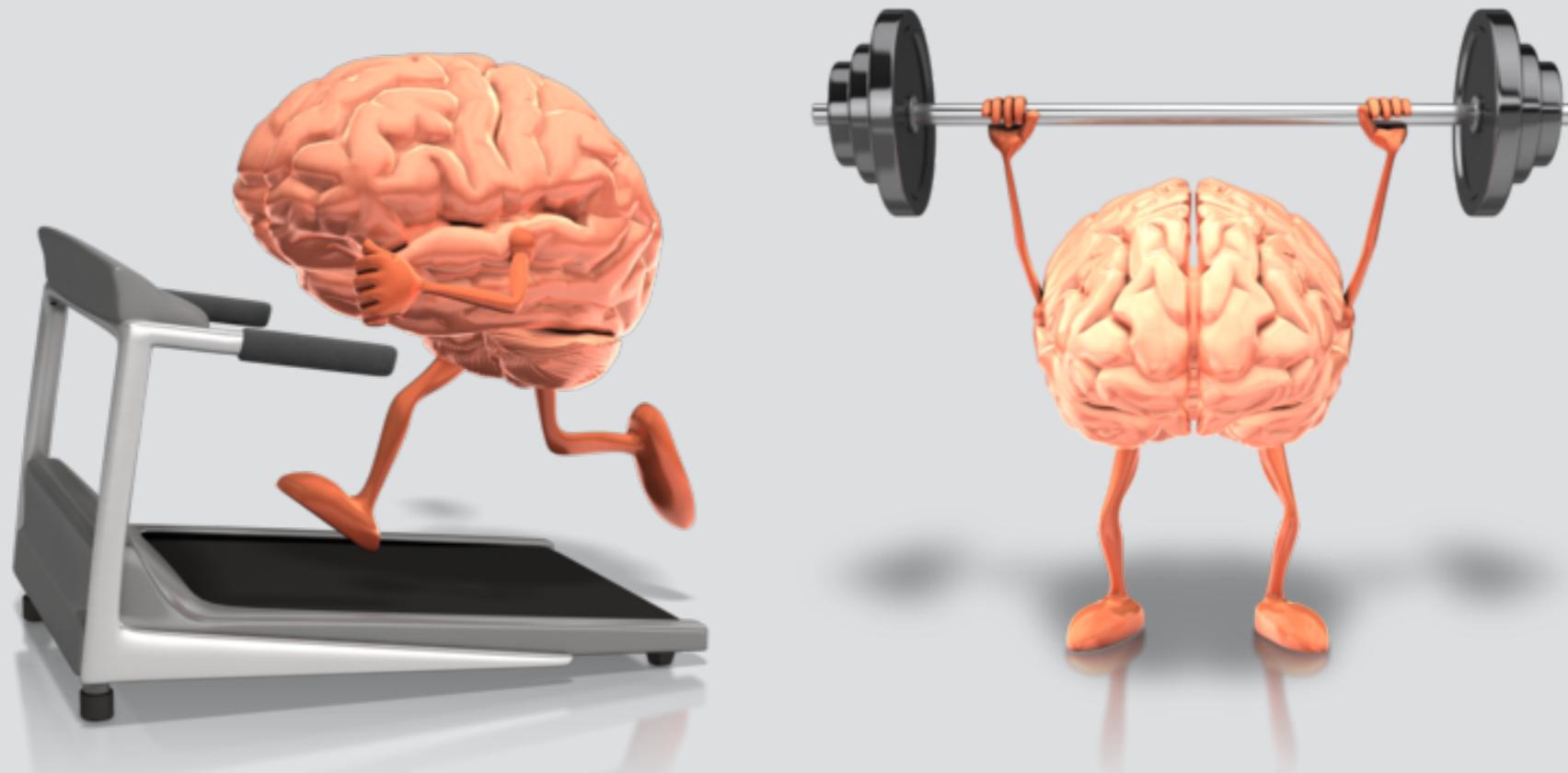
- **Insulin control**
- **Calorie restriction (without hunger or deprivation)**
- **Eicosanoids modulation** (Sears B. et al., 2013)



The C-HELM Framework for Treating Anxious ADHD

3. Exercise (Aerobic and Anaerobic)

- Boosts cells growth in the hippocampus (Brene et al., 2005)
- Increases blood flow to the brain (Joyner et al., 2015)
- Reduces cortisol levels and stimulates endorphins (Hill, EE et al., 2008)



The C-HELM Framework for Treating Anxious ADHD

Aerobic exercise (at least 5 times a week for at least 30 minutes duration each time)

- Walking, running, swimming, cycling, rowing, dancing



Anaerobic exercise (at least 2 times a week for at least 5 minutes duration each time)

- Push ups, squats, sit-ups, weight training, sprinting



Discussion Questions

- 1. What resonates with you in this session?**
- 2. Is there any part of the segment that you can use personally or professionally?**
- 3. Is there any question that comes to mind during your discussion?**



Session 4

The C-HELM Framework for Treating Anxious ADHD

4. Love/nurturing (Dawson, G. et al, 2000)

- **Nurturing environments build brain resilience** (Werner and Smith, 1982)
 - Parenting and family nurturing strategies
 - School nurturing strategies



The C-HELM Framework for Treating Anxious ADHD

• **Parenting and family nurturing strategies**

- **Develop a good relationship with your child. When parents have a good relationship with a child, effective discipline will be easier.**
- **Ensure that you are always in control of your emotions. Take a timeout, if you feel you are going to explode.**
- **Avoid yelling when dealing with children with ADHD.**
- **Begin with a goal in mind for the behaviours that you are trying to change.**
- **Develop a plan for discipline before getting into a discipline situation.**
- **Determine clear and quick consequences for broken rules and followthrough as soon as possible.**
- **When a child abides by the rules, ensure that you reward him or her. Be swift to reinforce good behaviour in order to see more of it.**



The C-HELM Framework for Treating Anxious ADHD

- **Parenting and family nurturing strategies**

- Do not allow your child to split parental authority.
- Be firm, but kind.
- Do not withhold love, affection, or time from a child who has misbehaved. Let them know that it is their behaviour that you are disciplining, but that you still love them very much.
- Provide a child choices between two alternatives rather than telling them what you want them to do all the time. Likewise, limit the number of choices your child has to make.
- For teenagers, use the “response cost” methods. When they fail to comply to a rule, their negative “response” then costs them something important to them such as money, phone time, going out on the weekends, etc.



The C-HELM Framework for Treating Anxious ADHD

- **Parenting and family nurturing strategies**
 - Don't be too quick to say no.
 - Refrain from punishing a child for behaviour he/she can't control
 - Break tasks into manageable pieces
 - Regulate TV, video games and computer time as much as possible
 - Seek help from others
 - Encourage regular exercise
 - Encourage thinking aloud before acting
 - Take breaks yourself to rejuvenate
 - Let your child know about changes



The C-HELM Framework for Treating Anxious ADHD

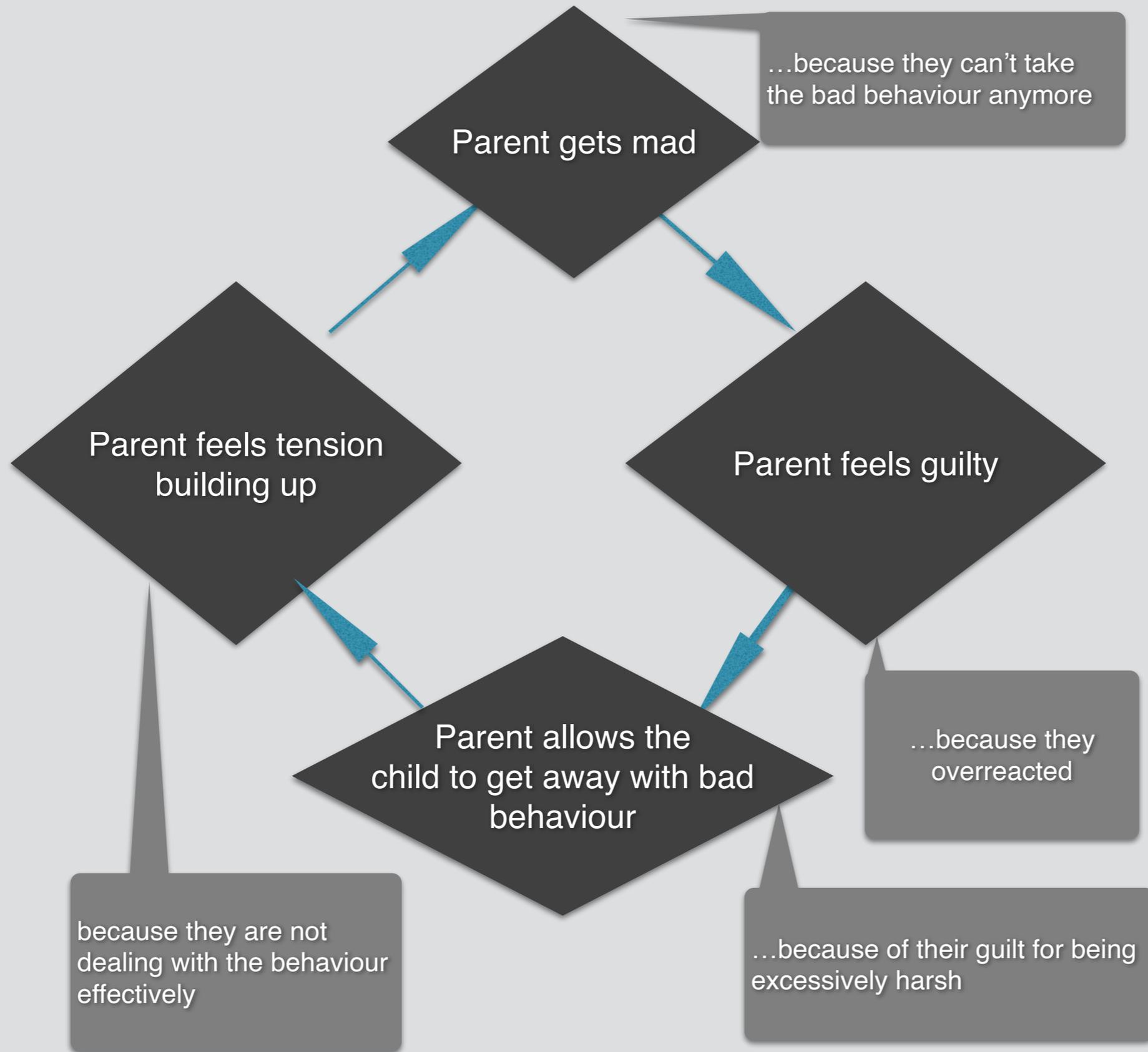
• Parenting and family nurturing strategies

- Teach relentlessly self-monitoring skills (such as questioning what they intend to say or do before saying or doing them)
- Identify, develop and reward talent and social competence (in sports, music, etc)
- Constantly increase the awareness of appropriate behaviours
- Work on decreasing aggressive behaviour
 - Clearly define what behaviours you want and the behaviours you don't want
 - Rewards desired behaviour
 - Give clear, unemotional consequences for negative behaviour
 - In managing aggression, time out is an effective way to calm both you and an overactive child
- Get rid of guilt. This is perhaps the biggest obstacle to effective discipline. To avoid feeling guilty, do not allow the tension to build up in you to the point where you will explode.



The Guilt Cycle

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The C-HELM Framework for Treating Anxious ADHD

• **School nurturing strategies**

The teacher should:

- **Understand ADHD**
- **Protect the child's or teen's self-esteem and not put him down in front of other children**
- **Have clear and consistent rules so that the child or teen knows what to expect**
- **Not get manipulated easily, but firm and kind**
- **Motivate and encourage**
- **Offer one-to-one help whenever possible**
- **Introduce more difficult learning tasks in the mornings or after breaks**

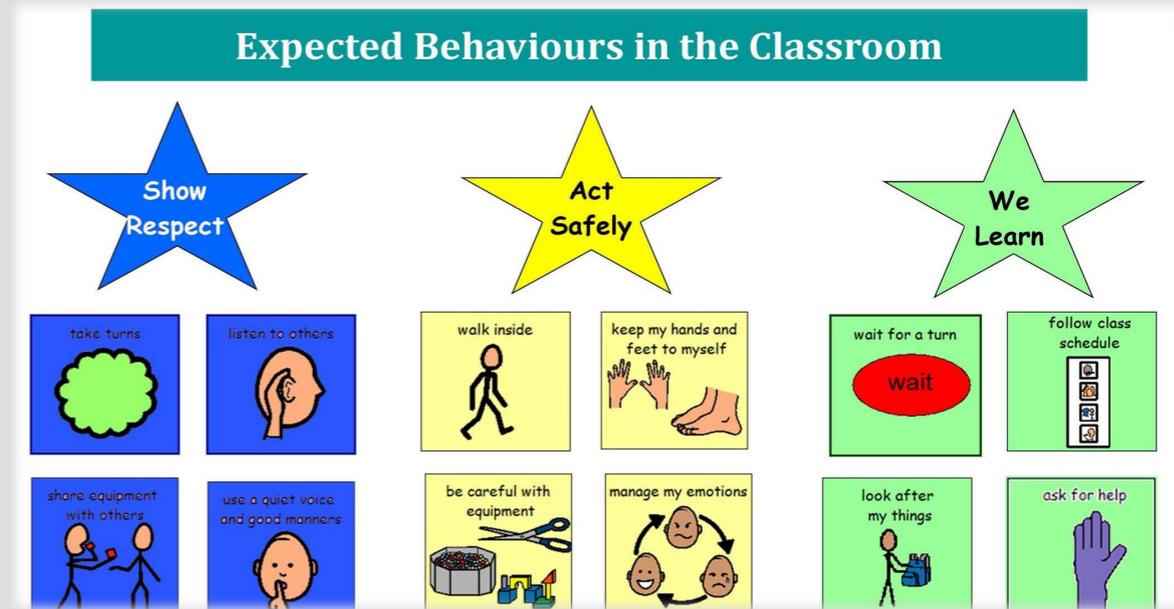


The C-HELM Framework for Treating Anxious ADHD

• School nurturing strategies

The learning environment:

- Use written, displayed rules in the classroom
- Keep the walls simple
- Surround ADHD students with good role models
- If possible, make the ADHD child sit up front, near the teacher to minimise distractions. Avoid placing an ADHD student near the door, heater, windows, air conditioner and other high traffic areas
- Allow frequent breaks
- Alert students that you are going to ask a question.
- If a teacher sees a student's attention wandering, call his name and ask a simple question he can answer



The C-HELM Framework for Treating Anxious ADHD

• **School strategies**

The learning environment:

- Use reward systems for positive behaviour
- Check often for understanding
- Have the student repeat the instructions
- Adjust time for test completion / shorten the length of test
- Establish a positive feeling about asking questions
- Have frequent contact with parents
- Don't discipline a child when you feel you are out of control
- Stay calm, listen attentively, be kind but firm



The C-HELM Framework for Treating Anxious ADHD

• **Helpful tips for getting up in the morning**

- Go to bed at a reasonable time.
- Set your alarm clock to play upbeat music to help get you going.
- Keep your alarm clock across the room and away from you so that you will have to get up to turn it off.



- Get someone to call you on the phone in the morning if this is a major problem for you.
- If possible, avoid early morning jobs or classes.
- Do something that you love every morning to keep you in anticipation.

The C-HELM Framework for Treating Anxious ADHD

• **Helpful tips for getting to sleep at night**

- **Eliminate stimulants like sugar, caffeine and decrease TV time one to two hours before bed.**
- **Avoid stimulating activities, such as tickling or teasing, just before bedtime.**
- **Establish a healthy, calming bedtime ritual. Play soft, slow music or meditation audio to help you drift off to sleep.**
- **Have a warm bath.**
- **A mixture of warm milk, a teaspoon of vanilla and a teaspoon of sugar can be sometimes helpful as it increases your brain serotonin and helps you fall asleep.**
- **Read boring books in bed.**
- **Go to bed only when sleepy if you suffer from chronic insomnia.**



The C-HELM Framework for Treating Anxious ADHD

• **Helpful tips for getting to sleep at night**

- **Make sure that your bedroom and your bed are only for sleeping. Discourage having a TV in your bedroom if possible**
- **If you are unable to sleep, get out of your bed and go to a different room. Only return once you feel sleepy.**
- **Stick to a regular rise time in the morning whether you sleep well during the night or not.**
- **As much as possible, avoid daytime naps.**
- **To help quiet an anxious ADHD mind, some people find using sleep supplements helpful. Some common and helpful sleep supplements include, magnesium, melatonin, or theanine (an amino acid derivative found in green tea). Please speak to your health professional before adding supplements to your existing medications.**



Session 5

The C-HELM Framework for Treating Anxious ADHD

5. Meditation (Luders et al 2015)

- **Increases cortical thickness in the hippocampus** (Harvard medical report)
- **Reduces symptoms of anxiety, depression and pain** (Goyal, M. 2014) (John Hopkins University)
- **Calms down the 'Me' centre of the brain (the default mode network (DMN)) involved in mind wandering and intrusive thinking** (Yale University study)
- **Reverses the ageing process of the brain** (Luders, E. et al 2015)



Using Meditation to Build New Brain Connections for Calm and Confidence (re-programming the subconscious)

- **Take a few moments to think about what you really want in life**
- **Starting with 'I' or 'I AM, write a few sentences detailing what you want as though it is already your reality. How would you like your brain to wire itself in the next 21 days?**
- **Use daily guided meditation to map your new intention in the brain and detach your new self from your old self.**
- **Experience the new self by feeling the feeling, using all your senses.**

Q & A

Upcoming workshops in this region...

Understanding and Managing Anxiety and ADHD

@ holiday Inn Colchester

Friday 1st May, 10 am - 12:30 pm

To Register:

- Register on FACEBOOK: MindBody Breakthrough: Click 'EVENT'
- Visit: www.mindbodybreakthrough.net
- Click the links of our previous emails to you.
- Search mindbodybreakthrough 'Colchester'

Upcoming workshops in this region...

Treating Obsessive Compulsive Disorder

@ holiday Inn Colchester

Friday 1st May, 7 pm - 9:30 pm

To Register:

- Register on FACEBOOK: MindBody Breakthrough: Click 'EVENT'
- Visit: www.mindbodybreakthrough.net
- Click the links of our previous emails to you.
- Search mindbodybreakthrough 'Colchester'

Other workshops in this region...

Lincoln: Treating Trauma - the Brain Science of Recovery

Wednesday 25th March, 1 - 6:30 pm

Thursday 7th May, 1 - 6:30 pm

@ DoubleTree by Hilton Hotel Lincoln

To register:

- **Register on FACEBOOK: MindBody Breakthrough: Click 'EVENT'**
- **Visit: www.mindbodybreakthrough.net**
- **Click the links of our previous emails to you**
- **Search: mindbodybreakthrough events Lincoln**

Other workshops in this region...

Birmingham: Treating Trauma - the Brain Science of Recovery

Friday 6th March, 11 am - 4:30 pm

@ Hiton Garden Inn Birmingham

To register:

- Register on FACEBOOK: MindBody Breakthrough: Click 'EVENT'
- Visit: www.mindbodybreakthrough.net
- Click the links of our previous emails to you
- Search: mindbodybreakthrough events Birmingham

Yorkshire Workshop

Grow Your Private Practice

@ Euroway House, Bradford

Friday 28th February, 10 am - 4:30 pm

Friday 27th March, 10 am - 4:30 pm

To Register:

- **Register on FACEBOOK: MindBody Breakthrough: Click 'EVENT.'**
- **Visit: www.mindbodybreakthrough.net**
- **Click the links of our previous emails to you.**
- **Search mindbodybreakthrough 'Bradford'**

WEBINARS

Treating Intrusive Thoughts & the Inner Critical Voice

Tuesday 10th March, Thursday 2nd July, 7 to 9 pm

ADHD, Anxiety Disorder and Recovery

Tuesday 17th March, Tuesday 12th May, 7 - 9 pm

To Register:

- Register on FACEBOOK: MindBody Breakthrough: Click 'EVENT'
- Visit: www.mindbodybreakthrough.net
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For Online Anxiety Recovery Courses & Materials

Please Visit:
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- **Twitter: [waleoladipo](#)
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**For in-house seminar/general enquiries, please email:
enquiries@mindbodybreakthrough.net**

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meditation clips](#)**

MindBody Breakthrough
Well-Being & Motivational Resources

20 Sec Interview on Your
Highlight and Recommendation for
Today

Ratings - please rate the following questions and add any comments. Thanks

	Poor	Fair	Satisfactory	Good	Excellent	Comment
Pre-Course Information						
Course Materials/ Handouts(if applicable)						
Style of Teaching						
Venue and Facilities						

Questions - please answer the following and add any comments. Thanks

	Yes	No	Unsure	Comment
Were there any subjects that were not covered that you would have liked? (If you answered 'yes' please specify in comment section)				
Will you be able to apply the knowledge you have gained today?				
Is there anything you would have changed about the course or the course location? (If you answered 'yes' please specify in comment section)				
Would you recommend this course to your friends?				What is your reason?

Your Overall Feedback

Comment	
What is your overall feedback/testimony/ recommendation for this course?	
Your Name and Job Role (You may choose to remain anonymous)	

CPD Title:.....

Tutor's Name:.....

Date:.....

CERTIFICATE OF ATTENDANCE

This certifies that

has successfully completed seven hours of CPD on



Treating Intrusive Thoughts and the Inner Critical Voice

Accredited CPD Course by the NCS



5th March, 2016

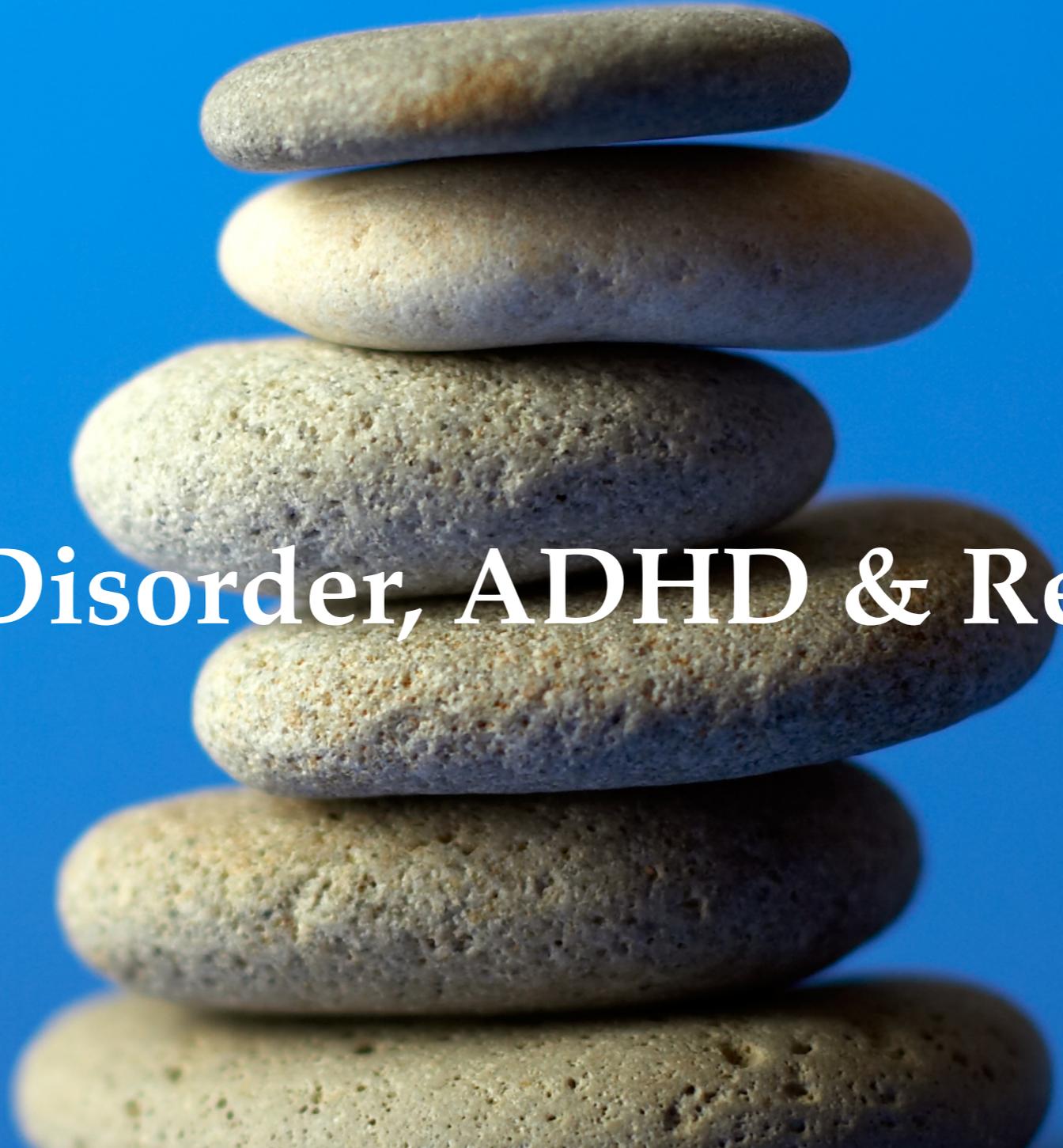
DATE

Wale Oladipo

COURSE TUTOR

“There are no constraints on the human mind, no walls around the human spirit, no barriers to our progress except those we ourselves erect.”

—Ronald Reagan



Anxiety Disorder, ADHD & Recovery

Wale Oladipo